



Pocalla Springs Elementary

2060 Bethel Church Road
Sumter, SC 29154

Grades	PK-5 Elementary School	
Enrollment	957 Students	
Principal	Lucille S. McQuilla	803-481-5800
Superintendent	Dr. J. Frank Baker	803-469-6900
Board Chair	Mr. Larry Addison	803-499-1181

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Average	At-Risk
2005	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

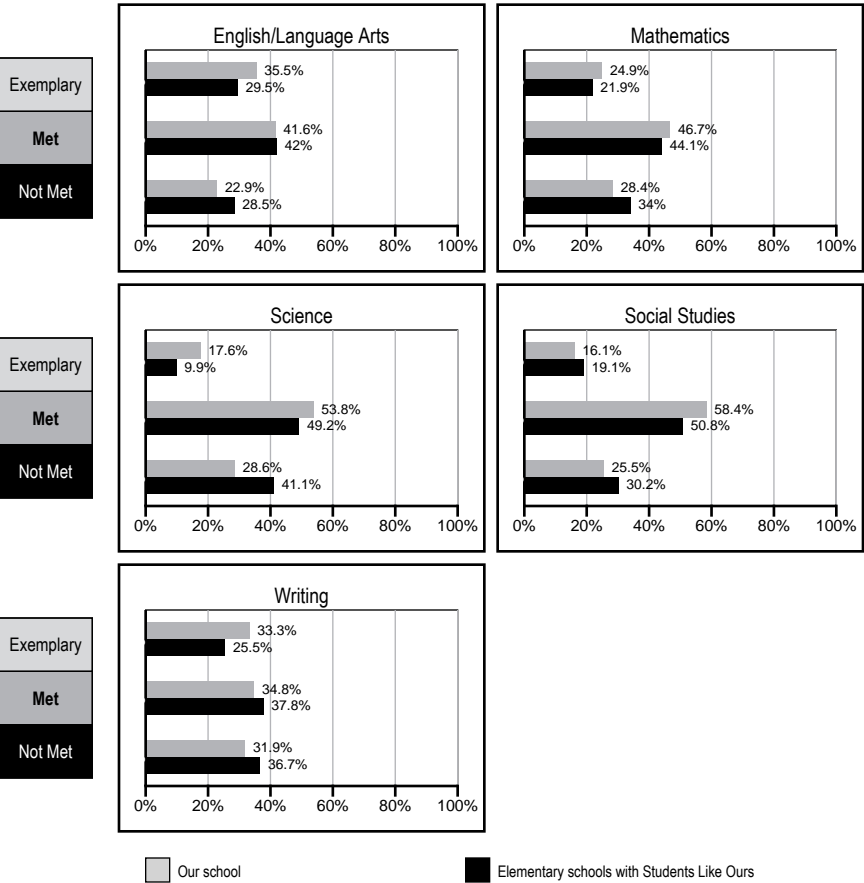
97.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	7	91	19	1

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=957)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.9%	Down from 4.8%	2.5%	1.9%
Attendance rate	96.1%	Down from 96.3%	96.1%	96.3%
Eligible for gifted and talented	11.0%	Up from 10.3%	7.1%	10.0%
With disabilities other than speech	7.9%	Up from 7.6%	9.2%	7.7%
Older than usual for grade	1.5%	Down from 1.9%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.1%	0.0%	0.0%
Teachers (n=59)				
Teachers with advanced degrees	35.6%	Up from 31.0%	57.1%	59.4%
Continuing contract teachers	57.6%	Down from 62.1%	80.6%	80.0%
Teachers with emergency or provisional certificates	2.1%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	76.7%	Down from 80.1%	85.5%	85.9%
Teacher attendance rate	96.9%	Down from 97.0%	94.9%	95.1%
Average teacher salary*	\$41,016	Up 5.5%	\$46,457	\$47,149
Professional development days/teacher	8.5 days	Down from 14.3 days	12.0 days	11.1 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 19.8 to 1	18.5 to 1	18.8 to 1
Prime instructional time	92.4%	Down from 92.7%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,692	Up 1.4%	\$7,663	\$7,458
Percent of expenditures for instruction**	64.4%	Down from 64.6%	68.5%	68.8%
Percent of expenditures for teacher salaries**	46.2%	Down from 61.3%	62.0%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Pocalla Springs has a proud tradition of excellence and continues to make improvement. The school is located in a rural area in the southeastern portion of Sumter County, one of the fastest-growing areas in Sumter. Currently, the school is in the process of renovating and adding more than 20 classrooms to the building. This will eliminate the portable classrooms. Most of the construction will be completed in time for the 2009-2010 school year.

Pocalla Springs prides itself on academic excellence. We continue to provide a positive and safe learning environment for all of our students. Our staff is comprised of highly-qualified teachers who work hard to provide rigorous daily instruction based on state standards. The teachers help each student discover their strengths, skills, and talents needed to become productive citizens. Standards-based unit plans, research-based activities, and best practices are used as the basis of instruction. Teachers participate in a number of workshops and trainings to keep abreast of new teaching strategies for elementary education. They analyze tests, Benchmarks, and MAP data in order to improve instruction. In developing the plans, teachers keep the learning styles of students in mind. The students continue to show progress on all assessments. Two computer labs, and the integration of technology in classrooms through the use of Promethean boards, digital cameras, laptops, etc., have been set up to ensure that students are exposed to all phases of technology at an early age. The library provides interactive instruction through the use of technology for students in grades three through five.

Pocalla Springs has a very active School Improvement Council (SIC). This year, the SIC received an honorable mention for the Dick and Tunkey Riley Award. This council assists the administration and staff with school needs and assessment. The primary goals for the school are to increase student achievement in all academic areas, to provide research-based professional development for staff, and to increase student attendance. The school and community members work together to set goals for the school. The PTA and School Improvement Council assist the Site Based Planning Committee with setting goals. The school works with parents to eliminate barriers to communications. Many parents volunteer in the school on a daily basis, assisting with clerical work and tutoring students who need extra assistance. The teachers and staff of Pocalla Springs Elementary School continue to strive for academic excellence through high expectations.

Lucille McQuilla, Principal
Kelly Jordan, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	138	80
Percent satisfied with learning environment	100.0%	89.1%	92.2%
Percent satisfied with social and physical environment	100.0%	84.8%	91.1%
Percent satisfied with school-home relations	97.8%	84.1%	92.2%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	NO
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This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	CA
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	468	100	22.9	41.6	35.5	86.5	81.4	82.8	Yes	Yes
Gender										
Male	249	100	26.3	37.1	36.6	83.2	77.6	79.3	N/A	N/A
Female	219	100	19	46.8	34.1	90.2	85.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	287	100	19.7	38.3	42	88.3	87.7	89.5	Yes	Yes
African American	158	100	29.3	47.9	22.9	82.9	76.8	73.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	96.8	92.3	I/S	I/S
Hispanic	14	100	28.6	28.6	42.9	78.6	83.7	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	75	82.5	I/S	I/S
Disability Status										
Disabled	64	100	54.2	35.6	10.2	61	52.5	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	74.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	328	100	27.9	44.5	27.6	83.4	78.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	468	100	28.4	46.7	24.9	79.6	76.1	78.9	Yes	Yes
Gender										
Male	249	100	29.7	44	26.3	78.4	73.7	77	N/A	N/A
Female	219	100	26.8	49.8	23.4	81	78.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	287	100	24.5	46.4	29.2	83.2	83.5	87.2	Yes	Yes
African American	158	100	35.7	49.3	15	72.9	70.4	66.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	90.3	93	I/S	I/S
Hispanic	14	100	35.7	28.6	35.7	64.3	85.9	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	68.8	79.5	I/S	I/S
Disability Status										
Disabled	64	100	76.3	16.9	6.8	32.2	38.4	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	74.3	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	328	100	34.9	45.2	19.9	75.1	71.9	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	311	99.4	28.6	53.8	17.6	71.4	62.8	67.5
Gender								
Male	170	98.8	26.9	51.9	21.3	73.1	63.5	67
Female	141	100	30.8	56.2	13.1	69.2	62.1	68
Racial/Ethnic Group								
White	188	98.9	24.3	52.5	23.2	75.7	75.7	79.5
African American	111	100	37.1	55.7	7.2	62.9	52.8	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85	84.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	79.7	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	54.5	71.2
Disability Status								
Disabled	40	100	63.9	30.6	5.6	36.1	33.8	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	69.6	59.6
Socio-Economic Status								
Subsided meals	216	99.5	33.3	53	13.6	66.7	57.4	55.1

Social Studies

All Students	309	98.7	25.5	58.4	16.1	74.5	68.5	72.3
Gender								
Male	159	99.4	27.9	52.4	19.7	72.1	67.5	71.5
Female	150	98	23	64.7	12.2	77	69.5	73.2
Racial/Ethnic Group								
White	195	98.5	24.3	58.9	16.8	75.7	74.4	80.7
African American	99	99	29.1	58.1	12.8	70.9	63.6	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	100	88.5
Hispanic	10	I/S	I/S	I/S	I/S	I/S	82.1	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	42	97.6	65.8	31.6	2.6	34.2	39.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	73.9	67.9
Socio-Economic Status								
Subsided meals	217	98.2	31.1	55.6	13.3	68.9	64.3	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	469	99.2	31.7	34.9	33.3	68.3	63.2	70.2	96.1	96
Gender										
Male	249	99.6	37.6	33.3	29.1	62.4	55.3	63.2	95.9	95.8
Female	220	98.6	25.1	36.7	38.2	74.9	71.6	77.5	96.2	96.1
Racial/Ethnic Group										
White	291	99.3	31.3	32.4	36.3	68.7	68.8	79.1	95.6	95.3
African American	155	98.7	35	37.9	27.1	65	58.6	57.6	97	96.5
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	79.4	86.2	98.1	97.1
Hispanic	14	100	28.6	35.7	35.7	71.4	77.2	62.6	96	95.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	56.3	68.7	93.4	95.7
Disability Status										
Disabled	66	98.5	78.7	13.1	8.2	21.3	21.1	26.1	95.7	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	99.9
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	68.4	61.2	96.4	95.9
Socio-Economic Status										
Subsidized meals	329	98.8	38.7	36.1	25.2	61.3	58.3	58.9	95.8	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	160	100	22.1	32.5	45.5	77.9
	4	152	100	28.1	38.8	33.1	71.9
	5	156	100	18.8	54.2	27.1	81.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	160	100	34.4	44.2	21.4	65.6
	4	152	100	24.5	46	29.5	75.5
	5	156	100	25.7	50	24.3	74.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	79	98.7	39	48.1	13	61
	4	152	100	24.5	53.2	22.3	75.5
	5	80	98.8	25.7	60.8	13.5	74.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	81	97.5	46.8	41.6	11.7	53.2
	4	152	100	11.5	71.9	16.5	88.5
	5	76	97.4	30	50	20	70
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	161	99.4	33.8	31.2	35.1	66.2
	4	151	98.7	31.4	35.7	32.9	68.6
	5	157	99.4	29.9	38.1	32	70.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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